

California English Language Development Test Proficiency Standards

Grades K-2 Proficiency Levels

Listening and Speaking Standards

Reading Standards

Writing Standards

Advanced

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Students who perform at this level typically hear and repeat all beginning, medial, and ending speech sounds in context, as well as identify words that are identical in sound. They are able to use complex vocabulary and give the opposites of more difficult words. They can follow more complex instructions. They can tell a story using fluent sentences and details.

Students who perform at this level typically are able to match spoken words that have difficult beginning and medial sounds to printed words. They can use irregular plurals. They can use context to identify synonyms and words that have multiple meanings. They are able to read more complex stories and answer increasingly difficult questions that involve drawing conclusions and making predictions.

Students who perform at this level typically are able to identify a complex verb tense. They can write complete sentences that contain no grammatical, syntactical, or mechanical errors, and that are appropriate to a picture prompt. They can write a story with a beginning, middle, and end, using fluent sentences, well-organized ideas, accurate transitions, and vivid vocabulary.

Early Advanced

Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.

Students who perform at this level typically hear and repeat most beginning, medial, and ending speech sounds in context. They are able to use more difficult vocabulary, give the opposite of a word, and use more complex verb forms to describe a picture prompt. They can follow complex instructions. They are able to tell a story in a logical sequence, using details and basic sentence construction.

Students who perform at this level typically are able to match more difficult vocabulary words to pictures, use regular plurals, and identify the number of syllables in a word. They can use context to complete the sentences of a short passage. They can read a story and answer more difficult questions that involve sequencing, generalizing, drawing conclusions and making simple predictions.

Students who perform at this level typically are able to use contractions, possessives, superlatives, and prepositions. They can write complete sentences that contain no grammatical, syntactical, or mechanical errors, and that are appropriate to a picture prompt. They can write a story with a beginning, middle, and end using fluent sentences and well-organized ideas.

Intermediate

Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Students who perform at this level typically hear and repeat many beginning, medial, and ending speech sounds in context. They can use difficult vocabulary, as well as various verb forms, to describe a picture prompt. Students can follow simple instructions. They are able to tell a story using at least one complete sentence.

Students who perform at this level typically are able to match sound patterns and identify compound words. They can recognize common abbreviations. They are able to use the context of a sentence to fill in the blanks with the correct words. They can read a story and answer literal questions.

Students who perform at this level typically are beginning to use writing conventions, such as subject and verb agreement, compound subjects, verb tenses, and regular and irregular verb forms. They can write simple sentences appropriate to a picture prompt, although the sentences may contain several errors. They can write a story by listing events or ideas in response to sequenced pictures.

Early Intermediate

Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Students who perform at this level typically hear and repeat a few beginning, medial, and ending speech sounds in context. They describe a picture prompt using common vocabulary. They are able to follow simple commands. They tell a story using incomplete sentences.

Students who perform at this level typically are able to match simple vocabulary words to pictures. They can hear a word and select its printed form from a choice of similar words. They are able to identify contractions and recognize some basic semantic categories. They can read simple stories and recall a few details.

Students who perform at this level typically are beginning to use some writing conventions, such as spacing, punctuation and capitalization. They can write sentences appropriate to a picture prompt. The sentences include at least one English word spelled correctly. They can write a story in response to sequenced pictures. The story may list events or ideas, and contains at least one complete sentence.

Beginning

Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

Students who perform at this level may demonstrate no receptive or productive skills, or may hear and minimally repeat some speech sounds in context. They may describe a picture prompt using common nouns. They begin to follow a few simple commands. They tell a story using isolated words or no English words.

Students who perform at this level may demonstrate no receptive/productive skills, or they may be able to identify the letter that corresponds to the initial sound of a simple spoken word. They may be able to match commonly used nouns to pictures. They begin to recognize some basic groups of related words. They may be able to read simple stories and recall minimal details.

Students who perform at this level may demonstrate no receptive/productive skills, or they may begin to use a few standard writing conventions. They can write some isolated English words. They may attempt to write stories in response to sequenced pictures, but the writing is minimal and contains unrelated fragments.